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ABSTRACT

Techniques for avoiding sex bias in counseling is the subject of this training module. It guides trainers through the activities and lessons which teach counselors to use concepts and strategies that will provide students with sex-fair guidance. Seven activities are described in detail and materials, including 10 transparency masters and 7 handouts, are contained within the module. Goals for the participants are the following: (1) to become cognizant of historical perspectives on the role of women in the United States; (2) to become familiar with counseling practices that reflect sex equity; and (3) to become familiar with issues of sex bias in testing. The suggested time for completion of the module is 3 hours. Eight more training modules and three technical assistance modules related to desegregation and equity are available. (VM)

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TRAINING MODULE VI

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Avoiding Sex Bias in Counseling

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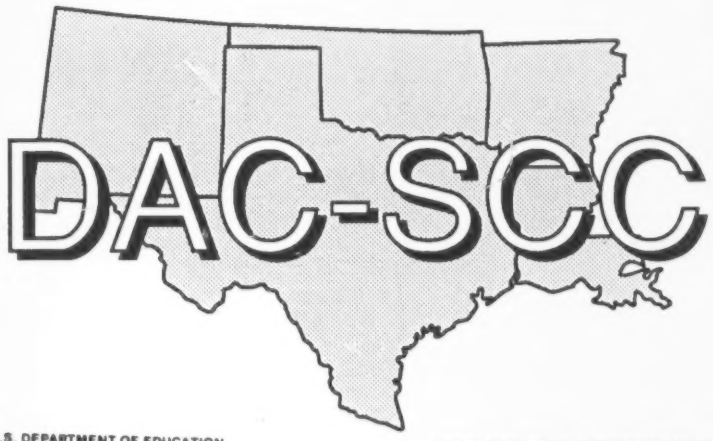

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Training Module VI: Sex Desegregation

Avoiding Sex Bias in Counseling

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FOREWORD

The Desegregation Assistance Center - South Central Collaborative of Region VI, located in San Antonio, Texas, serves the educational equity needs of school personnel, parents and students in a five-state area: Arkansas, Louisiana, Oklahoma, New Mexico, and Texas.

The technical assistance and training that our center provides focuses on the issues and problems related to race desegregation, gender equity and national origin desegregation. This task is great, the needs are diverse, and the geographic area is extensive. Thus, we are pleased to have developed twelve technical assistance and training modules (four in each equity area) that are intended to build the capacity of school personnel to address their own needs.

We wish to acknowledge the excellent collaboration and contributions of our satellite center at the University of New Mexico-Albuquerque, in the development of these modules.

Each module is complete with objectives, pre/post-tests, activities to help participants meet each objective, readings, handouts, and transparency masters. The modules have undergone a rigorous review process by experts in each state in our service area. Their comments and contributions have been carefully incorporated into the final modules. The modules are:

Technical Assistance Modules

Federal Statutes and Directives Regarding National Origin Students

Federal Statutes and Directives Regarding Title IX Compliance

Civil Rights Compliance: An Update

Training Modules

I First and Second Language Acquisition Processes

II Integrating the ESL Student into the Content Area Classroom

III Recognizing Cultural Differences in the Classroom

IV Sex Stereotyping and Bias: Their Origin and Effects

V Modeling Equitable Behavior in the Classroom

VI Avoiding Sex Bias in Counseling

VII Equity in Counseling and Advising Students: Keeping Options Open

VIII Interpersonal Communications: A Human Relations Practicum

IX It's a Matter of Race: Race Relations in the Desegregated Setting

We have attempted to bring you the most up-to-date information in these modules. They are available individually ($7.50 each) or as an entire series ($75.00). A "Trainer of Trainers" session can also be arranged to enhance the capacity of your own personnel to use these modules effectively.

Breaking down the barriers to equal educational opportunity is a critical step towards educational excellence, equity and empowerment for all students. We hope these modules will expedite that effort.

Gloria Zamora, Ph.D.
Director, DAC-SCC

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Training Module VI: Sex Desegregation

Avoiding Sex Bias in Counseling

Summary: This module will allow counselors the opportunity to review concepts and strategies that can be used to provide students with sex-fair guidance.

Length of session: 3 hours

Objectives:

1. Participants will become cognizant of historical perspectives on the role of women in the United States.
2. Participants will become familiar with counseling practices that reflect sex equity.
3. Participants will become familiar with issues of sex bias in testing.

Overview of Session:

Time	Objective	Activity	Materials
10 minutes		Warm-up	Handout 1
5 minutes		Pre-test (optional)	Pre-test
45 minutes	Objective 1	Lecturette	Transparencies (1-4) Handout 2
15 minutes		Break	
45 minutes	Objective 2	Role play/ Lecturette	Transparencies (5-6) Handouts (3-4)
45 minutes	Objective 3	Lecturette	Transparencies (7-10) Handouts (5-6)
5 minutes	Closure		Handouts (1 and 7)
5 minutes		Post-test (optional)	Post-test
5 minutes		Evaluation	

Warm-up

Time: 10 minutes

Materials:

Handout 1. Pre-Assessment Questionnaire

Process:

(Distribute Handout 1)

Ask the participants to assess their level of awareness of the five statements by placing a check in the appropriate boxes. Ask the following questions and have the participants indicate their responses by raising hands.

1. How many of you checked two or more "very aware" boxes?

2. How many of you checked two or more "aware" boxes?

3. How many of you checked two or more "not aware" boxes?

The responses will indicate the participants' general level of awareness and can be used to gauge the presentation. Explain that, by the end of the workshop, all of the participants will have increased their level of awareness concerning sex-fair guidance and counseling.

Pre-test (Optional)

Time: 5 minutes

Materials:

Pre-test

Administer the pre-test to the participants. Provide the correct responses from the answer key below.

Answer Key:

1. True
2. False - Title IX specifically addresses sex bias in the area of counseling and guidance.
3. True
4. False - Standardized tests are extremely sex-biased and generally res in men scoring higher then women.
5. True

Pre/Post test

Name:_____ Date_____

Circle the appropriate answer to each statement.

True False 1. Nine out of every ten women will be employed during their lifetime.

True False 2. Counseling and guidance for women are not addressed by Title IX legislation.

True False 3. Women earn, on the average, 64 cents for every $1.00 earned by men.

True False 4. Women score higher than men on standardized tests.

True False 5. Girls receive approximately half the number of Merit Scholarships that boys receive.

Objective 1: Participants will become cognizant of historical perspectives on the role of women in the United States.

Time: 45 minutes

Materials:

Transparencies:

1. Muller v. Oregon, 1908
2. Households Headed by Women
3. Women in the Work Force
4. Traditional/Non-Traditional Jobs

Handout:

2. Facts about Women in the Work Force

Lecturette:

For more than 150 years after European women first arrived in the New World, women colonists were legally and socially inferior to men. Their lives were set in roles handed down by custom and law from past generations. This situation was by no means unique: before the 1800s, women in most parts of the world were not considered equal to men and were severely limited in what they could do.

In colonial North America, male dominance was sanctioned by religious tradition. Most of the early colonists were Protestants who believed the Bible to be the literal word of God. Women were inferior, they thought, because in the biblical account of creation, God made Adam first, then Eve from Adam's rib. Furthermore, Eve was responsible for "original sin." It was Eve who first yielded to temptation and, against God's warning, ate fruit from the tree of knowledge. As punishment, she and all women after her had to submit to man's rule.

As the seventeenth-century Presbyterian leader John Knox wrote:

> "Woman, in her greatest perfection, was made to serve and obey man, not to rule and command him. ...Man is not of the woman but the woman of the man. ...After her fall and rebellion committed against God, there was put upon her a new necessity, and she was made subject to man by the irrevocable sentence of God."

Theoretically, women were not even permitted to protest against these religious views. Ministers--all--simply quoted the biblical injunction to them, "Let women be silent in the congregation, for it is not permitted to them to speak."

In the more democratic life that subsequently developed in America, traditional attitudes about the inequality of the sexes began to change. The American Revolution stimulated thought not only about democratic political arrangements, but also about almost all social relationships. And, by the beginning of the nineteenth century, the population was growing more

urbanized, educated, and worldly in its outlook, and thus more receptive to new ideas. As European visitors noted, American women were becoming somewhat freer than European women. However, the roles of American women in society were still quite narrowly defined.

The first women to enter college or pursue new professions helped create opportunities for those women who came later. To do so, however, these trailblazers had to counteract widely held views about the nature of men and women. Men were seen as naturally aggressive and physically strong, with vigorous, logical intellects. Women were seen as naturally passive. They were thought to have weak bodies, intuitive minds, and sensitive, sentimental personalities.

It was not thought necessary to educate women beyond elementary school. What passed for institutions of secondary education for young women were really "finishing schools." These institutions concentrated on teaching "ladylike" accomplishments--fine needlework, drawing, singing, letterwriting--to the daughters of families who could afford it. It wasn't until 1821 that Emma Williard (1787-1870) founded the first academic high school for girls: the Troy Female Seminary, in Troy, New York.

Not until much later would the effects of greater educational opportunities for women be felt. Most women continued to pursue work that was defined by traditional ideas of femininity.

An important leader in the effort to improve educational opportunities for women was Mary Lyon (1797-1849). She helped found the Mount Holyoke Female Seminary in South Hadley, Massachusetts, as a school to train teachers. Mount Holyoke would later be regarded as the first women's college.

Before 1870, most American women were dependent on men for their livelihood and their social status. Women defined themselves primarily as wives and mothers. Those women who did work outside the home usually pursued occupations that were extensions of these roles.

Between 1870 and 1920, America was transformed. As the West become more heavily settled, the frontier disappeared. New cities sprang up, and established cities expanded at incredible rates. Railroads, telephones, and telegraphs connected the East and West coasts and many points in between. Industrialization was changing the face of America.

As a result of sweeping changes in the economic life of the country, increasing numbers of women entered the labor market. In the great American industrial transformation of the late nineteenth century, female workers were often severely exploited. Like all workers, they had to endure long hours, often under poor working conditions. But they were mistreated beyond that. Generally, women were paid less than men, even for the same kind of work. For this reason, some employers sought to recruit females whenever possible. Employers also wanted women because they were less likely to join unions.

By the early 1900s Congress and some state legislatures passed protective laws. By 1908, at least twenty states had enacted some kind of protective legislation for women. In general, these laws limited the number of hours women could work and prohibited them from engaging in certain kinds of labor. The laws protected women not in their roles as workers but in their role as potential mothers. Underlying this legislation was the assumption that women were temporary workers who eventually would leave the labor force to become mothers.

(Display Transparency 1)

One factor, however, was probably more important than any other, and that was the opportunity for large numbers of women to join the labor force and earn money. In 1920, some 8.5 million women worked for wages. By 1974, that number had jumped to more than 33 million.

Not only did the number of women in the labor force change, but their characteristics changed as well. The typical employed woman in 1920 was in her twenties. She had not completed high school. When she married, she usually left the labor force permanently. In 1920, nearly 40 percent of women between 20 and 24 years old worked, but only 18 percent of women over 45 had paying jobs. In contrast, the typical female worker of the 1970s was nearly 40 years old, married, and had at least a high school education.

World War II had a major effect on women's employment patterns. As men were drafted into the military services, women of all ages took jobs in factories and offices. By 1944, about 18 million women were drawing paychecks. With the end of the war and the return of the soldiers, that number declined temporarily.

After 1950, the number of employed women rose steadily. In 1974, 57 percent of women 20 to 24 years of age worked. The most significant increase in employment was among women 45 to 54 years of age. Of these, 54 percent had jobs in 1974. Society's attitude toward mature women working had undergone a complete turnabout.

(Display Transparency 2)

During the 1960s the number of families with women as heads of households constituted 10 percent of all families. By 1970 it had increased to 10.8 percent. By 1981 families headed by women were 18.8 percent of all families with children under 18 years of age. The number of such families had increased by 2.8 million (97 percent) since 1970.

Black families headed by women continued to be a larger proportion of the family population than any other subgroup. By 1981, 47.5 percent of black families with children present were headed by women, a rise from an already high 30.6 percent in 1970. Among Hispanics, households headed by women

comprised 21.8 percent of all families in 1981, an increase from 16.9 percent in 1970. For whites, the proportion was smallest and the increase greatest: women headed 14.7 percent of families with children present in 1981, compared to 7.8 percent in 1970.

Women who are heads of households have two alternatives. They can choose not to work and exist on welfare and child support or they can join the labor force. If they choose the latter, they often are underemployed or settle for jobs that allow them to be both provider and mother simultaneously.

In 1985, 44 percent of the U.S. labor force was made up of women. Nearly two thirds (64 percent) of the women between the ages of 16 and 64 were working for pay.

(Display Transparency 3)

In what occupations are these women employed? Seventy-seven percent are in nonprofessional occupations: clerical, sales, service, factory, or plant jobs.

(Display Transparency 4)

More than 90 percent of all persons working as secretaries, child care workers, registered nurses, bookkeepers, and sewing machine workers are women. Today, the majority of women are in sex-segregated occupations. Only 11 percent of all women workers are in nontraditional occupations. Minute percentages of persons employed as construction workers, mechanics, and engineers are women. Only 10 percent of police and detective positions are held by women. Women make up 14 percent of truck drivers and 18 percent of lawyers. Medicine is the only profession where women constitute more than 20 percent of all doctors.

(Distribute Handout 2)

Allow the participants time to review the statements and comments on them.

Facts About Women in the Work Force

1. Nine out of every ten women will work for pay during their lifetime.
2. Women make up 44 percent of the total work force.
3. Women earn, on the average, 64 cents for every $1.00 earned by men.
4. Nearly two thirds (63.6%) of all minimum wage earners are women.
5. Thirty-four percent of all labor union members are women.
6. Four out of five women workers are employed full-time.

7. Sixty-eight percent of women who head households with children under 18 are in the work force.

8. Full-time female workers who graduate from college earn an average of $19,855, as compared to full-time male workers with high school diplomas who earn an average of $22,312.

9. Minority women are twice as likely to be unemployed as Anglo women.

10. The average female worker will work between 20 and 40 years of her lifetime.

Source:

United States Commission on Civil Rights, A Growing Crisis: Disadvantaged Women and Their Children. Washington, D.C.: U.S. Commission on Civil Rights, May 1983. Clearinghouse Publication 78.

Judd, Barbara, & Josephs, Daniel. Women in the United States. Dalias, TX: Scott, Foresman and Company, 1975.

Break: 15 minutes

Objective 2: Participants will become familiar with counseling practices that reflect sex equity.

Time: 45 minutes

Materials:

Transparencies:
5. Title IX Regulations
6. Philosophical Assumptions of Counseling

Handouts:
3. Counselor/Student Role Play
4. Case Studies

Process:

Select a female participant to role play the student and a male participant to role play the counselor. Give each of them a copy of Handout 3 and ask them to role play the situation for the entire group.

COUNSELOR/STUDENT ROLE PLAY

The setting is a guidance counselor's office where a student is talking about careers with her counselor.

COUNSELOR: What do you plan to do after high school?

STUDENT: Oh, I don't know what to do. I've thought about engineering. I love science and math, but I'm afraid I won't make it at the School of Mines.

COUNSELOR: Well, it is true that competition there is rough. Men do have an advantage in that field. Have you considered teaching instead?

STUDENT: But I thought that field was crowded now.

COUNSELOR: Well, it is, but it is such a good profession for a woman because you can stay home with your children during the summer and you can have all the holidays and vacations off with your family.

STUDENT: Well, I've never thought I would like teaching. It really is just like being a mother all the time.

COUNSELOR: But being a mother is a woman's job! And it really is a good idea for a woman to prepare for a couple of careers. What if your husband changes jobs? You never know where your

family might have to go. You should be prepared to bring in a solid second income. Think about it. By the way, did you register for home economics next semester?

(Distribute Handout 3 to the entire group and lead the group in the discussion questions.)

1. How would you feel if you were the student?

2. How would you feel if you were the counselor?

3. What plans might the student make after this conversation?

4. What things should be changed in this interview?

After the large group discussion, ask for two more volunteers to role play the situation without gender labeling. After the second role play, discuss ways in which this counseling situation could be less sex-biased, as in the example below:

COUNSELOR: Tell me more about yourself. Your grades are good, and this indicates that you have the ability to do well. And you should know that more and more women are entering the fields of engineering and mining.

You should try and use your math and science capabilities to the fullest extent. If you are really interested in the field of engineering, you should plan to sign up for the advanced math and science classes being offered here next semester.

Lecturette:

Title IX prohibits discrimination on the basis of sex against students and employees in educational programs and activities receiving federal funds. Nearly all elementary, secondary, and postsecondary institutions are covered under this legislation. The Title IX regulations prohibit sex discrimination in such areas as:

(Display Transparency 5)

Admissions to vocational, graduate, professional, and public undergraduate schools

Student access to courses and programs

Counseling and guidance tests, materials, and practices

Physical education and athletics

Vocational education programs

Student rules and policies

Treatment of married and/or pregnant students

Financial assistance

Student housing

Extracurricular activities

Employment

It is probably in academic and career guidance that the functioning of schools as a societal "sorting" mechanism is most explicit. Research has shown that both male and female counselors hold differential perceptions of appropriate course selection and career choices for female and male students, and that these traditional biases are reflected in many counseling instruments and materials. It should also be noted that the theories of career development on which many of our school counseling services and materials are based are theories that reflect only the experiences of Anglo males, and that the application of these limited theories is highly questionable.

(Display Transparency 6)

Six philosophical assumptions of counseling are:

1. A concern and respect for the uniqueness of all students;

   No two snowflakes are identical. Likewise, no two students are identical. Each person is unique. The counselor must realize the uniqueness of each individual student and must deal with each student on a one-to-one basis.

2. An emphasis on the inherent worth or dignity of all people regardless of race, creed, color, or sex;

   As human beings, all of us have our preferences regarding the persons with whom we work. Preferences and prejudices are learned, and the counselor's office is no place to demonstrate them. Counselors must recognize the inherent worth and dignity of each student.

3. A high priority placed on helping others to attain their own self-determined goals;

   Although educators do not take the Hippocratic Oath, they dedicate themselves to serving others. The rewards of counseling are not

measured monetarily, but are evidenced in the contributions that the counselor's students make to society.

4. A valuing of freedom and the opportunity to explore one's own characteristics and potential;

   Each student has unlimited potential. The counselor's challenge and role is to assist students in exploring their individual potential.

5. A future-oriented promise of a better life.

   Information allows students the opportunity to make choices that affect their future. The counselor can be a source of information, as well as inspiration, for students' choices. Students rely on many people for guidance in personal, academic, and career decisions. In an ideal world, each student would have limitless access to a guidance counselor's time and attention. This counselor, of course, would encourage all students to make decisions on the basis of individual abilities, interests, and values rather than on the basis of gender. But more often, in the real world, student decisions are influenced by informal interactions with teachers, parents, and peers.

(Distribute Handout 4)

Divide the participants into six small groups. Assign each group a case study. Have each small group react to the situation and report their decision(s) back to the large group.

Sources:

Soldwedel, Bette. Leadership Development Programs for Sex Equity. University of North Florida, 1988.

VOICE: Vocational Option In Creating Equality (Vol. VII, No. 2). Albany, N.Y.: Regional Planning Center, January 1986.

Objective 3: Participants will become familiar with issues of sex bias in testing.

Time: 45 minutes

Materials:

Transparencies:

7. Average SAT and ACT scores
8. SAT, PSAT, and ACT scores by Gender -- 1985-86
9. National Merit Scholarship Winners -- 1984-86
10. Sex Biased Test Items

Handouts:

5. Techniques for Writing Tests Free of Gender Bias
6. Potentially Biased Statements and Alternatives

Lecturette:

Standardized tests are being used at all levels of schooling, from pre-K to graduate, as criteria for selection and/or classification. Students are selected to participate in gifted and talented programs on the basis of their above-average achievement test scores. Likewise, limited English proficient students are so classified on the basis of their below-average achievement test scores.

Development and placement exams are becoming increasingly common for young children. In several southern states, tests determine kindergarten eligibility of five- and six-year olds. In 1984, 40% of black five-year-olds in South Carolina failed the state's "Ready-or-Not" exam and were tracked into remedial classrooms before they even began formal schooling.

In 15 states, students must pass standardized tests in order to be awarded high school diplomas. Eight other states require tests for promotion, and 37 states use standardized exams as part of state assessment program. From nursery school entrance tests to multi-part licensing exams for the professions, students and workers are required to take tens of millions of standardized tests each year.

Yet a large body of evidence demonstrates that these exams fail to measure accurately and completely the aptitude and achievement of many individuals, particularly minorities and women. Too often tests are not properly constructed, validated, administered, or used. Because the tests are biased in terms of race, class, gender, language, and culture, the result is the erection of unfair barriers which deny equal opportunity in education and employment to otherwise qualified applicants.

Girls and women of all racial groups consistently receive <u>higher</u> grades than boys and men throughout school and college, but their standardized test scores in most subject areas are <u>lower</u>. As a result, many capable, talented

women are being excluded from the recognition, advancement, and access to colleges and universities that their higher grades indicate that they deserve.

The stated purpose of multiple-choice educational tests is to predict students' grades in the classroom, but the most widely used standardized tests fail to achieve this purpose for both Anglo and minority women, who constitute a majority of the test-taking population. Despite the fact that the use of biased tests is a violation of Title IX's prohibition of sex discrimination in programs receiving federal funds, very little effort has been made to correct the inequities created by reliance on these tests.

These effects can be seen most dramatically in the college entrance examinations taken by approximately 2 million high school seniors each year. Although girls have higher grades in every subject in high school, and have higher college grades from their freshman year onward, they receive substantially lower test scores on the Scholastic Aptitude Test (SAT) published by Educational Testing Service and the American College Testing Program's ACT assessment.

(Display Transparency 7)

On both the SAT and the ACT women of every ethnic group score lower. Research evidence also shows that a similar pattern of bias against female students has been appearing on standardized achievement tests being administered in high schools throughout the country.

By underpredicting their academic performance, these tests affect girls' chances to gain entrance to nearly 15,000 colleges and universities that require SAT or ACT scores or use cut-off scores for admission.

(Display Transparency 8)

By comparing male and female scores on the SAT, PSAT, and ACT, it is obvious that the tests are biased in favor of male students.

(Display Transparency 9)

Each year more than three million students who plan to attend college take the Scholastic Aptitude Test (SAT), Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) and/or American College Testing Program Assessment Exam (ACT). The test publishers claim that their exams predict students' future academic performance. Yet, while female students consistently earn higher grades in both high school and college, they receive lower scores on all these exams.

Reliance on such biased exams markedly diminishes the chances for women to:

- obtain millions of dollars in college tuition aid awarded by the National Merit Scholarship Corporation and over 150 private companies, government agencies, and foundations;
- gain admission to over 1500 colleges and universities; and
- enter many special educational programs reserved for "gifted and talented" high school students.

All these factors can contribute to a real dollar loss for women in later life as they get less prestigious jobs, earn less money, and have fewer leadership opportunities. Those women from economically disadvantaged backgrounds are doubly penalized by both the gender and the class biases of these exams.

Test discrimination also can instill a life-long loss of self-confidence that cannot be calculated in financial terms. In analyzing items from the SAT, it is understandable that women would score lower than men.

(Display Transparency 10)

In item number 1, gears are to mesh as facts are to correlate. Forty-six (46) percent of male students made this analogy while only twenty-seven (27) percent of female students got it correct.

In item number 2, all choices are male figures, with no reference made to female authors and their works. This message implies that women have not produced major literary works.

Until recently, the research community paid little attention to the issue of gender bias in standardized tests. The explanations which are emerging now are multifaceted, and difficult to examine in isolation from the larger issues of sexism in education and society. But researchers agree that certain aspects of the college admissions testing program do need immediate attention if bias is to be lessened. Among these are the following:

1. The rushed nature and multiple-choice format of these standardized tests may be a source of bias. Initial research indicates that on multiple-choice tests, women answer a higher percentage of items correctly than men, but have fewer completions. They are also less likely to guess at answers.

2. Men are featured more often in test questions than women. ETS researchers found that this has a direct effect on achievement test scores. Girls are more likely to get a question right if there are more women, an equal number of men and women, or people of unspecified sex within the question.

Using New York's Truth-in-Testing law, FairTest examined 24 reading comprehension passages that appeared on SAT exams between June 1984 and December 1985. On these exams, 34 famous men are mentioned. Eight other men are mentioned, six by name. One famous woman, Margaret Mead, is mentioned, and her work is criticized. Two other women are mentioned, but not named. The obvious male orientation in these passages may be affecting female test-takers adversely.

3. Bias may result from a difference in interests and skills which emerges in junior high school and follows the lines of traditional socialization. Several studies have shown that boys perform better on questions about objects, while girls perform better on questions about human relations. Research indicates that more college admissions test questions focus on male interests and activities than on female interests and activities.

4. In recent years, test publishers have placed more emphasis on areas that favor boys, such as math and science, and have de-emphasized areas where girls excel, such as arts, humanities, reading comprehension, and writing. This shift in test content may account for the widening of the gender gap which has occurred recently.

The call to de-emphasize standardized tests recently won support from Robert H. Atwell, head of the American Council on Education, which represents 1,450 American colleges and universities. Atwell labelled the use of such tests "totally inappropriate" since they encourage schools to be "overly quantitative" in their admissions decisions. "Society should value the people who work hard, not just score well."

(Distribute Handout 5)

Review the techniques for writing tests that are free of gender bias.

(Distribute Handout 6)

Have the participants rewrite each statement using alternative language. The key below provides the answers.

1. The man and wife are both accountants.	<u>The man and woman...</u> <u>The husband and wife...</u>
2. Today, businessmen are learning of the need for diversifying their investments.	<u>Today the business community...</u>
3. Pioneers moved west, taking their wives and children with them.	<u>Pioneer families...</u>

4.	James Sosa is a respected lawyer, and his wife, Juliana, is a striking blonde.	...his wife Juliana is a psychologist.
5.	authoress, poetess, Jewess or other female-gender-specific word forms	author, poet, Jew...
6.	man-made, the average man	manufactured, the average person
7.	old wives' tales	folk tales/superstitions
8.	When a mechanic is checking the brakes, he must observe several precautions.	When checking the brakes, a mechanic must...

Sources:

The National Center for Fair & Open Testing. FairTest Examiner. Vol. 2, No. 1 (Winter 1988).

Bias Concerns in Test Development. Amherst, MA: National Evaluation Systems, Inc., 1988.

Rosser, Phyllis. Sex Bias in College Admissions Tests: Why Women Lose Out. Cambridge, MA: The National Center for Fair & Open Testing, 1987.

Closure

Time: 5 minutes

Materials:

Handout 1. Pre-Assessment Questionnaire

Process:

Ask the participants to find Handout 1, which they completed as a warm-up activity. Have them read each statement again and place an X in the box representing their current level of awareness. Hopefully, all participants will have increased their awareness in each of the areas.

(Distribute Handout 7)

Encourage the participants to complete the checklist upon returning to their schools. Suggest that they incorporate new ideas that they have not yet practiced.

Post-test (optional)

Time: 5 minutes

Materials:

Pre/Post-test

Administer the post-test.

Evaluation

Time: 5 minutes

Distribute the evaluation forms and have the participants complete them.

MULLER v. OREGON, 1908

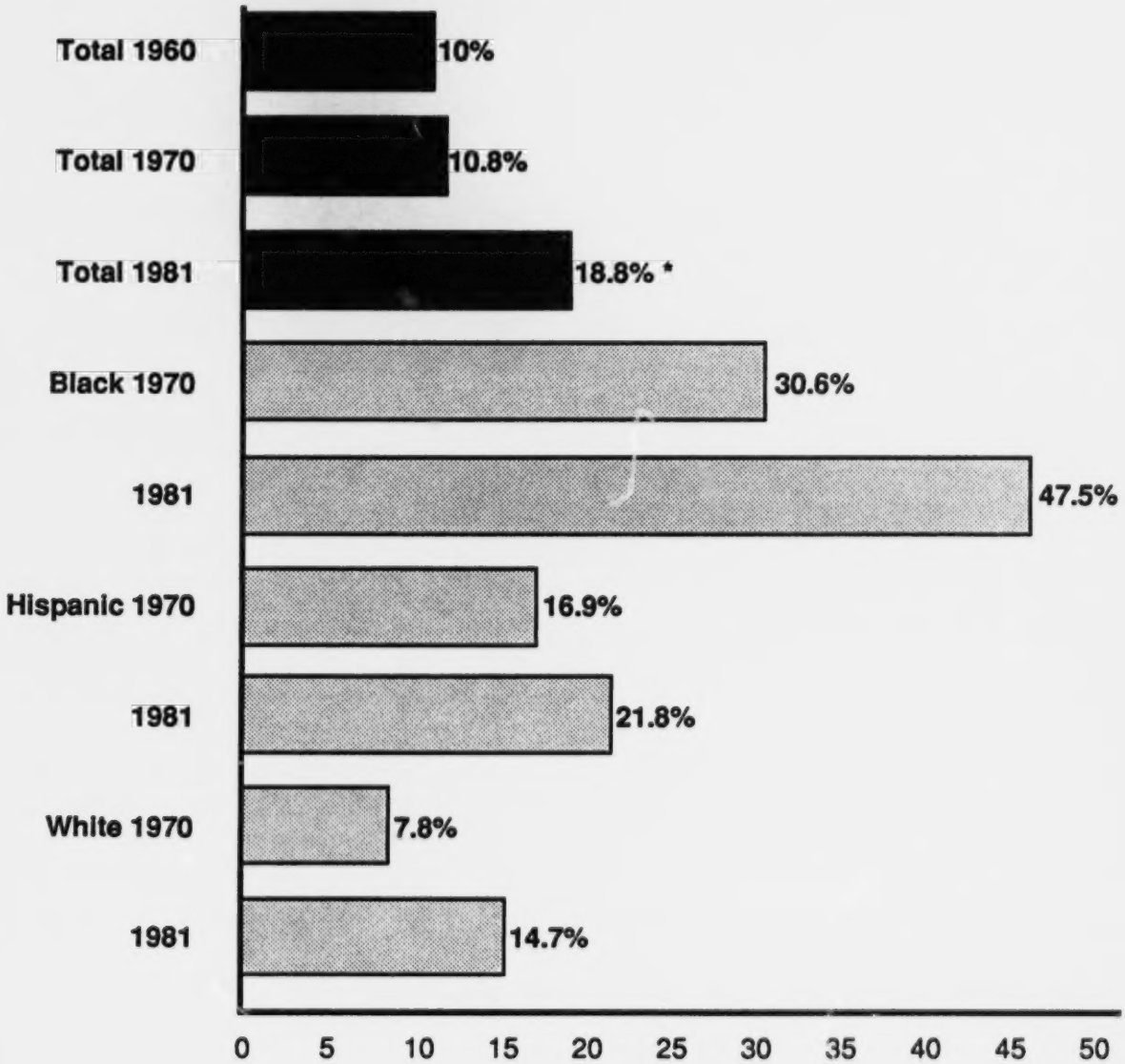
"woman's physical structure and the performance of maternal functions place her at a disadvantage in the struggle for making a living...by abundant testimony of the medical fraternity, standing for a long time on her feet at work, repeating this from day to day, tends to injurious effects upon the body. And as healthy mothers are essential to vigorous offspring, the physical well-being of woman becomes an object of public interest and care in order to preserve the strength and vigor of the race."

U.S. Supreme Court, 1908

Source:

Judd, Barbara, & Josephs, Daniel. Women in the United States. Dallas, TX: Scott, Foresman and Company, 1975.

HOUSEHOLDS HEADED BY WOMEN



*The number of households headed by women increased by 97% since 1970.

Source:

United States Commission on Civil Rights. A Growing Crisis: Disadvantaged Women and Their Children. Washington, D.C. Clearinghouse Publication 78, May 1983.

WOMEN IN THE WORK FORCE

Of all employed women in 1985, 77% were in non-professional occupations: clerical, sales, service, factory, or plant jobs.

According to the Department of Labor, women workers in 1985 were divided into the following occupational categories:

Administrative Support, including Clerical.....29.4%

Managerial and Professional.....23.4%

Service.....18.5%

Sales.....12.9%

Operatives.....9.1%

Technicians.....3.3%

Crafts.....2.4%

Farm.....1.2%

Source:

National Commission for Working Women. An Overview of Women in the Workforce. Washington, D.C.: n.d.

TRADITIONAL/NONTRADITIONAL JOBS

Traditional jobs held by women in 1985

Occupation	Percent
Secretaries	98%
Child care workers	96%
Registered nurses	95%
Bookkeepers	92%
Sewing machine operators	91%
Waitresses	84%
Elementary Teachers	82%

Nontraditional jobs held by women in 1985

Occupation	Percent
Construction workers	2%
Mechanics	3%
Engineers	7%
Police officers and detectives	10%
Truck drivers	14%
Lawyers	18%
Doctors	21%

Source:

National Commission for Working Women. An Overview of Women in the Workforce. Washington, D.C.: n.d.

TITLE IX REGULATIONS

Title IX regulations prohibit sex discrimination in such areas as:

Admission to vocational, graduate, professional, and public undergraduate schools

Student access to courses and programs

Counseling and guidance tests, materials, and practices

Physical education and athletics

Vocational education programs

Student rules and policies

Treatment of married and/or pregnant students

Financial assistance

Student housing

Extracurricular activities

Employment

Source:
Title IX for Sex Equity: Trainer Manual. Denver: Colorado Department of Education, 1979.

PHILOSOPHICAL ASSUMPTIONS OF COUNSELING

- A concern and respect for the uniqueness of all students;
- An emphasis on the inherent worth or dignity of all people regardless of race, creed, color, or sex;
- A high priority placed on helping others to attain their own self-determined goals;
- A valuing of freedom and the opportunity to explore one's own characteristics and potential; and
- A future-oriented promise of a better life.

Training Module VI: SD
Transparency 7

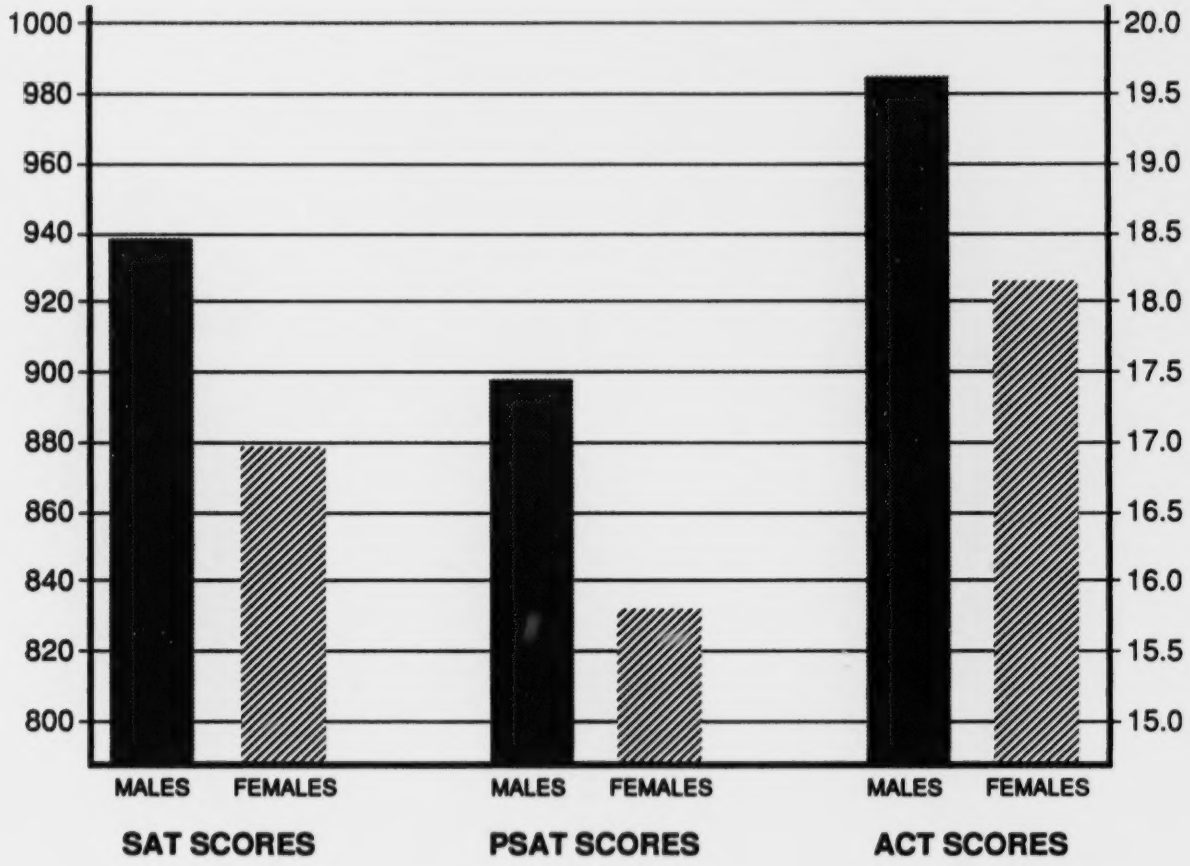
	AVERAGE SAT SCORES			AVERAGE ACT SCORES		
	FEMALES	MALES	DIFFERENCE	FEMALES	MALES	DIFFERENCE
NATIONAL AVERAGE	877	938	-61	18.1	19.5	-1.4
ANGLOS	912	969	-57	18.9	20.4	-1.5
ASIAN-PACIFIC AMERICANS	897	946	-49	19.3	20.3	-1.0
BLACKS	705	748	-43	13.2	13.8	- .6
MEXICAN AMERICANS	775	845	-70	14.8	16.2	-1.4
NATIVE AMERICANS	790	855	-65	14.1	15.3	-1.2
PUERTO RICANS	744	820	-76	16.1	17.8	-1.7

Sources:

Ramist, Leonard, & Arbeiter, Solomon. Profiles of College Bound Seniors, 1985. CEEB, 1986.

The National Center for Fair & Open Testing. FairTest Examiner. Vol. 2., No.1 (Winter 1988).

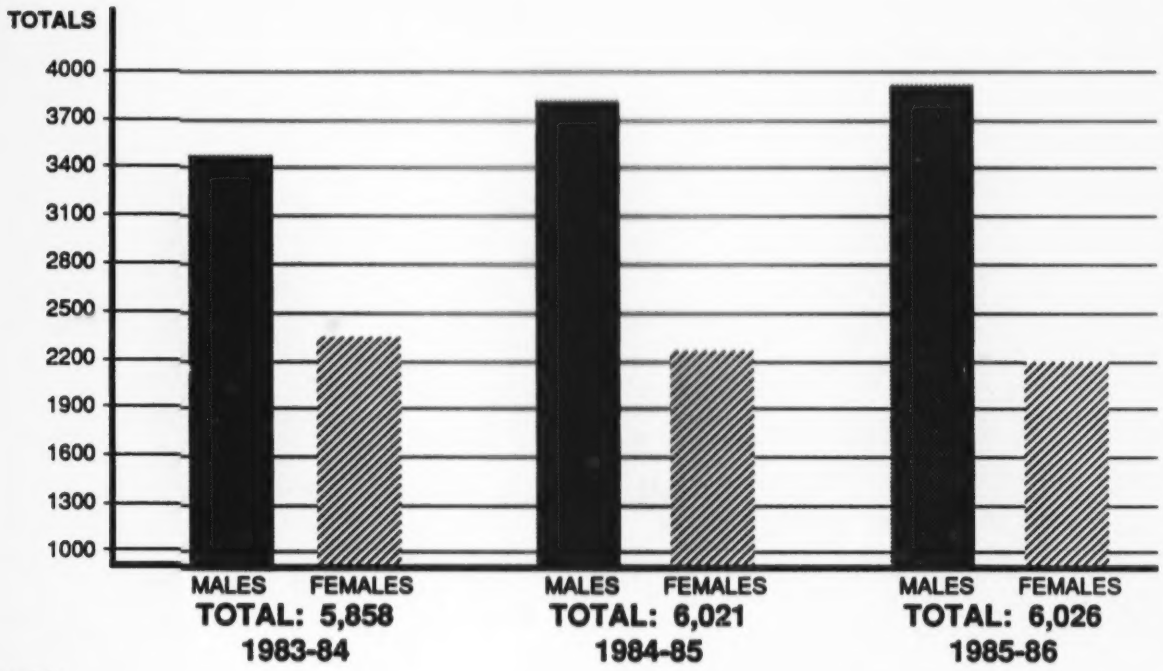
SAT, PSAT and ACT Scores by Gender -- 1985-86



Source:

Rosser, Phyllis. Sex Bias in College Admissions Tests: Why Women Lose Out. Cambridge, Mass.: National Center for Fair & Open Testing, 1987.

National Merit Scholarship Winners



Source:

Rosser, Phylis. Sex Bias in College Admissions Tests: Why Women Lose Out. Cambridge, Mass.: National Center for Fair & Open Testing, 1987.

1986 National Merit Scholarship Qualifiers By Sex

State	Males	Females
California	817	493
Idaho	49	14
Massachusetts	305	178
New Jersey	324	173
New Mexico	66	24

Source:

National Center for Fair & Open Testing. FairTest Examiner. Vol. 1, No. 1 (Spring 1987).

SEX-BIASED TEST ITEMS

1. **Gears:Mesh**

   a) **pulleys:lower** b) **numbers:divide**
   c) **facts:correlate** d) **files:smooth**

2. **Which American author is correctly matched with one of his works?**

   A. **Ernest Hemingway: Robinson Crusoe**
   B. **Nathaniel Hawthorne: Moby Dick**
   C. **James Fenimore Cooper: The Scarlet Letter**
   D. **F. Scott Fitzgerald: Tender is the Night**

Source:
The National Center for Fair & Open Testing. FairTest Examiner. Vol. 1, No. 3 (Fall 1987).

Training Module VI: SD
Handout 1

Name_____

PRE-ASSESSMENT QUESTIONNAIRE

SEX-FAIR GUIDANCE AND COUNSELING: WHAT IS IT?

This workshop will deal with concepts and strategies counselors may use to insure that they are providing students with sex-fair guidance and counseling. Before participation in the workshop, please give your estimate of your level of awareness for each of the following items:

	Not Aware	Aware	Very Aware
1. Knowledge of counselor behavior that reflects discrimination in professional practices;	[ ]	[ ]	[ ]
2. Knowledge of strategies which counselors and occupational specialists can use to insure sex-fair counseling practices;	[ ]	[ ]	[ ]
3. Knowledge of proactive policy to eliminate sexism in counseling and guidance practices;	[ ]	[ ]	[ ]
4. Knowledge of my peers' points of view about the responsibilities of counselors to promote sex fair guidance and counseling; and	[ ]	[ ]	[ ]
5. Awareness of the need for counselors to employ special strategies designed to overcome students' preconceived notions that may limit their career considerations.	[ ]	[ ]	[ ]

Source:

Soldwedel, Bette. Leadership Development Program for Sex Equity. University of North Florida, 1988.

FACTS ABOUT WOMEN IN THE WORK FORCE

1. Nine out of every ten women will work for pay during their lifetime.
2. Women make up 44 percent of the total work force.
3. Women earn, on the average, 64 cents for every $1.00 earned by men.
4. Nearly two thirds (63.6 percent) of all minimum wage earners are women.
5. Thirty-four percent of all labor union members are women.
6. Four out of five women workers are employed full time.
7. Sixty-eight percent of women who head households with children under 18 are in the work force.
8. Full-time female workers who graduate from college earn an average of $19,855, as compared to full-time male workers with high school diplomas who earn an average of $22,312.
9. Minority women are twice as likely to be unemployed as Anglo women.
10. The average female worker will work between 20 and 40 years of her lifetime.

Sources:

Bingham, Mindy, Edmondson, Judy & Stryker, Sandy. Choices: A Teen Woman's Journal for Self-awareness and Personal Planning. Santa Barbara, CA: Advocacy Press, 1983.

National Commission on Working Women. An Overview of Women in the Work Force. Washington, D.C.: n.d.

COUNSELOR/STUDENT ROLE PLAY

The setting is a guidance counselor's office where a student is talking about careers with her counselor.

COUNSELOR: What do you plan to do after high school?

STUDENT: Oh, I don't know what to do. I've thought about engineering. I love science and math, but I'm afraid I won't make it at the School of Mines.

COUNSELOR: Well, it is true that competition there is rough. Men do have an advantage in that field. Have you considered teaching instead?

STUDENT: But I thought that field was crowded now.

COUNSELOR: Well, it is, but it is such a good profession for a woman because you can stay home with your children during the summer and you can have all the holidays and vacations off with your family.

STUDENT: Well, I've never thought I would like teaching. It really is just like being a mother all the time.

COUNSELOR: But being a mother is a woman's job! And it really is a good idea for a woman to prepare for a couple of careers. What if your husband changes jobs? You never know where your family might have to go. You should be prepared to bring in a solid second income. Think about it. By the way, did you register for home economics next semester?

DISCUSSION QUESTIONS:

1. How would you feel if you were the student?
2. How would you feel if you were the counselor?
3. What plans might the student make after this conversation?
4. What things should be changed in this interview?

Source:

Soldwedel, Bette. Leadership Development Programs for Sex Equity. University of North Florida, 1988.

CASE STUDIES

What are your reactions to these situations? How would you respond to each?

1. A sophomore girl is very bright but is afraid to take a difficult math course because it might bring down her grade point average. She wants your permission to drop the course.

2. You are contacting a local sales and service agency about an opening they have for a front desk receptionist. The responsibilities include handling all incoming phone calls and greeting clients as they come in for appointments. You recommend one of your male students for the position, as he has an excellent telephone demeanor, and has done some reading on the company's products. Upon hearing that you have a male candidate, the employer states that although he is sure your candidate is qualified, he believes his clients much prefer being greeted by a "pretty young gal."

3. A tenth grade female student says she thinks that she wants to enroll in the welding program. She has taken industrial arts for two semesters and has earned good grades. She says that her senior boyfriend doesn't want her to go to welding because she will "get too much attention from the other guys." In addition, he says that it doesn't matter what she takes now, because he wants to get married after she graduates.

4. The only male student in this year's nursing class refuses to wear his uniform. He says he is tired of hearing remarks from both male and female peers about his "Florence Nightingale" look. He goes on to say that even though he really likes his classes, he's not sure he wants to continue if he is forced to wear a uniform.

5. You have two female students in your small engine repair course. During the first week of class, some of the male students were rowdy and teased the female students. After a couple of reprimands, the teasing stopped. Now, two weeks later, the girls come to you complaining that the nuts and bolts from their engines often disappear and that somebody has been dripping machine oil on their tool handles.

6. You are contacting one of your primary placement resources about taking on a female graduate from your auto mechanics program. She is very well qualified, and you consider her to be among the top three students in your class. The other top two students already have jobs lined up, as do several of your other graduates. Upon hearing that your candidate is female, the employer says: "A girl? Not in the shop. I'll take her only if she wants to run the cash register and take the phone calls. You've been good to me before; see if you can get me a good young fellow for the shop."

Source:

VOICE: Vocational Options In Creating Equality, Albany, NY: Regional Planning Center, January 1986.

Training Module VI: SD
Handout 5

TECHNIQUES FOR WRITING TESTS FREE OF GENDER BIAS

Titles

- Use the same term to describe a job or position whether it is held by a man or a woman.
- Replace gender-specific terms with terms that can include members of either sex.
- Instead of gender-specific pronouns, use the plural form.
- Use parallel language for women and men.
- Identify women by their names, not just by their roles as wife or mother.

Women as Participants

- Show women as participants, not as appendages to men.
- Do not portray women as needing permission from men in order to function in the world or to exercise their rights.
- Recognize women for their own achievements.

Describing

- Describe both sexes in the same terms.
- Avoid language that assumes that the subject being written about is always either male or female.
- Do not exhibit a "gee-whiz" attitude toward women who perform competently.

Terminology

- Avoid biased terms such as "the fair sex," "lady lawyer," "cleaning woman," "usherette."

"Man" words

- When referring to humanity at large, avoid gender-specific terms.

Figures of Speech

- Avoid sexist figures of speech.

Pronouns

- Several alternatives exist to using the male pronoun only.

Source:

Adapted from Bias Concerns in Test Development. Amherst, MA: National Evaluation System, Inc., 1988.

POTENTIALLY BIASED STATEMENTS AND ALTERNATIVES

1. The man and wife are both accountants. _____

2. Today, businessmen are learning of the need for diversifying their investments. _____

3. Pioneers moved west, taking their wives and children with them. _____

4. James Sosa is a respected lawyer, and his wife, Juliana, is a striking blonde. _____

5. authoress, poetess, Jewess or other female-gender-specific word forms _____

6. man-made, the average man _____

7. old wives' tales _____

8. When a mechanic is checking the brakes, he must observe several precautions. _____

Source:

Adapted from Bias Concerns in Test Development. Amherst, MA: National Evaluation System, Inc., 1988.

CHECKLIST FOR GUIDANCE COUNSELORS AND OTHER EDUCATORS

Give yourself two points for every suggestion you already incorporate into your counseling and teacher/student interactions.

Expanding Options

___ 1. Encourage all students to make academic, career, and personal decisions on the basis of individual abilities, interests, and values rather than on the basis of gender.

___ 2. Encourage students to pursue a career even though the people in that field are primarily of the other sex.

___ 3. Use nontraditional role models -- both men and women -- for career days, mentoring, and classroom instruction.

___ 4. Discuss job salaries with both male and female students.

___ 5. Point out that typically female jobs mean lower salaries than typically male jobs.

___ 6. Discuss armed services opportunities with both male and female students.

___ 7. Meet with nontraditional students on a regular basis to support them in their pioneering roles and to discuss any problems that may arise.

___ 8. Provide students about to enter the workforce with information about their employment rights and discrimination laws.

Special Help for Boys and Young Men

___ 9. Encourage a wide range of job options, including traditionally female occupations -- even if they already have made a tentative career decision.

___ 10. Help them understand the changing roles of men and women and the effects this may have on their work and family lives.

___ 11. Arrange discussion groups and speakers on socialization pressures on men.

___ 12. Remind male students about household/family maintenance courses when arranging schedules. (Most of them will need to be prepared for an active role in home and family life.)

Special Help for Girls and Young Women

___ 13. Encourage a wide range of job options, including traditionally male occupations -- even if they already have made a tentative career decision.

___ 14. Provide realistic information about their probable job futures. (Most girls can expect to hold paying jobs even if they marry and have families.)

___ 15. Recognize barriers that young women raise for themselves in response to socialization pressures.

___ 16. When arranging schedules, encourage college-bound girls to take three or four years of math. Remind girls about the availability of industrial arts and physical education courses.

___ 17. Schedule discussion groups for girls about mutual problems, future alternatives, etc.

Use of Materials

___ 18. Review all counseling and testing materials for sources of sex bias, and modify where appropriate.

___ 19. Find materials which use non-sexist pronouns and depict both traditional and non-traditional jobs.

___ 20. Find materials which mention the changing roles of men and women in our society.

___ 21. Place your name (and those of your colleagues) on the mailing lists of companies and groups developing non-racist and non-sexist materials.

___ 22. Discontinue use of vocational preference tests with separate forms or marking keys for female/male students.

___ 23. Write publishers of standardized tests about the sex and race bias found in the content of test items.

___ 24. Encourage a district-wide review of counseling materials which might reinforce bias and stereotyping.

___ 25. Point out instances when career materials stereotype men and women.

___ 26. Coordinate bulletin boards and displays portraying pictures of women and men working at a variety of jobs, including nontraditional jobs.

Non-Academic Guidance

___ 27. Encourage both boys and girls to be leaders.

___ 28. Encourage both boys and girls to join clubs and groups traditionally dominated by the other sex.

___ 29. Emphasize the importance of athletic experiences for both girls and boys.

___ 30. Actively seek athletic scholarships for both boys and girls.

Contact With Parents

___ 31. Try to develop closer school contact with fathers as well as mothers.

___ 32. Whenever possible, work to dispel myths about single parents and their families.

___ 33. Point out expanding options to parents as well as students.

___ 34. Attempt to educate parents on an ongoing basis about the need for expanded career options and preparation for both home and work realities.

___ 35. Provide teachers in the subject areas with information on changing patterns of work and family life that can be incorporated into classes.

___ 36. When presented with a situation in which a student's options are limited by a staff member's actions, take steps to intervene.

___ 37. Develop administrative/peer support for pointing out situations that involve gender bias.

Equity Advocate on Staff

___ 38. Encourage your district to provide new and earlier opportunities for students to explore nontraditional options at elementary and junior high levels.

___ 39. Meet with teachers of non-traditional students to discuss the importance of their role in recruitment and retention.

___ 40. Remind key people that changes in today's workforce make it necessary to expand non-traditional options.

___ 41. Review economic, social, and demographic trends that may affect student career/life choices.

___ 42. Publicize information about work force trends to colleagues.

In order to increase gender equity in the counseling process, consider following some of the above suggestions that you have not yet incorporated into your counseling practice.

One positive role model for students is the counselor. School personnel who consistently act and speak in an equitable manner offer invaluable guidance to students.

Source:

VOICE: Vocational Options In Creating Equality (Vol. VII, No. 2). Albany, NY: Regional Planning Center, NY: January 1986.

Race Desegregation - Gender Equity - National Origin Desegregation

TECHNICAL ASSISTANCE AND TRAINING MODULES

ORDER FORM

Technical Assistance Modules	**Unit cost**	**# of copies**	**Total**
Federal Statutes and Directives Regarding National Origin Students	$7.50	_____	_____
Federal Statutes and Directives Regarding Title IX Compliance	$7.50	_____	_____
Civil Rights Compliance: An Update	$7.50	_____	_____
Training Modules	**Unit cost**	**# of copies**	**Total**
I First and Second Language Acquisition Processes	$7.50	_____	_____
II Integrating the ESL Student into the Content Area Classroom	$7.50	_____	_____
III Recognizing Cultural Differences in the Classroom	$7.50	_____	_____
IV Sex Sterotyping and Bias: Their Origin and Effects	$7.50	_____	_____
V Modeling Equitable Behavior in the Classroom	$7.50	_____	_____
VI Avoiding Sex Bias in Counseling	$7.50	_____	_____
VII Equity in Counseling and Advising Students: Keeping Options Open	$7.50	_____	_____
VIII Interpersonal Communications: A Human Relations Practicum	$7.50	_____	_____
IX It's a Matter of Race: Race Relations in the Desegregated Setting	$7.50	_____	_____
Special Offer	**Unit cost**	**# of sets**	**Total**
Complete set of twelve modules	$75.00	_____	_____
		Ten percent shipping/handling charge	_____
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Race Desegregation -- Gender Equity -- National Origin Desegregation

TECHNICAL ASSISTANCE MODULES

Federal Satutes and Directives Regarding National Origin Students will familiarize participants with the legal aspects of providing services to limited English proficient (LEP) students.

Federal Statutes and Directives Regarding Title IX Compliance will familiarize participants with the legal aspects of sex discrimination under Title IX compliance.

Civil Rights Compliance: An Update will familiarize participants with the legal intent, the procedural requirements, and the employment practice requirements contained in Title VI of the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973.

TRAINING MODULES

I ***First and Second Language Acquisition Processes*** will familiarize participants with the processes a non-English-speaking student goes through as he/she acquires English as a second language.

II ***Integrating the ESL Student into the Content Area Classroom*** will familiarize participants with classroom management theory and strategies that integrate the ESL student successfully into the content area classroom.

III ***Recognizing Cultural Differences in the Classroom*** will familiarize participants with cultural elements that some national origin minority populations may bring to the school environment.

IV ***Sex Stereotyping and Bias: Their Origin and Effects*** will assist participants in identifying sources and effects of sex stereotyping and bias, in the classroom setting and in society as a whole.

V ***Modeling Equitable Behavior in the Classroom*** will assist participants in identifying and practicing classroom behaviors and language patterns that are free of gender stereotyping and bias.

VI ***Avoiding Sex Bias in Counseling*** will allow counselors the opportunity to review concepts and strategies that can be used to provide students with sex-fair guidance.

VII ***Equity in Counseling and Advising Students: Keeping Options Open*** will provide participants with cross-cultural counseling practices that can be used when working with culturally diverse populations.

VIII ***Interpersonal Communications: A Human Relations Practicum*** will provide participants with information on the skills which establish foundations for effective interpersonal communication.

IX ***It's A Matter of Race: Race Relations in the Desegregated Setting*** will familiarize the participants with key issues regarding interpersonal race relationships in the desegregated setting, and offers suggestions on how to handle these relationships effectively.

This module is one of a twelve-part series.
Each title is available at a cost of $7.50.
The entire series is available at a cost of $75.00.

The series consists of:

Technical Assistance Modules

Federal Statutes and Directives Regarding National Origin Students

Federal Statutes and Directives Regarding Title IX Compliance

Civil Rights Compliance: An Update

Training Modules

I First and Second Language Acquisition Processes
II Integrating the ESL Student into the Content Area Classroom
III Recognizing Cultural Differences in the Classroom
IV Sex Stereotyping and Bias: Their Origin and Effects
V Modeling Equitable Behavior in the Classroom
VI Avoiding Sex Bias in Counseling
VII Equity in Counseling and Advising Students: Keeping Options Open
VIII Interpersonal Communications: A Human Relations Practicum
IX It's a Matter of Race: Race Relations in the Desegregated Setting

•••

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